

Britton C. Jones, Next Semester's Editor-In-Chief, Speaks Out!

Meaningful student representation in a college campus has plagued colleges from the very institution of undergraduate learning.

Up until the sixties, student governments have been puppets of the colleges' administrations.

With the beginning of the sixties, the student bodies of the major colleges and universities in the U.S. realized that they, as voters in this democracy, were not truly represented by their respective student governments.

With the beginning of the sixties, the student bodies of the major colleges and universities in the U.S. realized better.

Radical take-overs, student protests, and boycotts were the means that led to the want of true and equal representation. This specifically being in the areas of college policy and student activities.

To a certain extent, the students were successful in their quest for power, if not achieving this power at least opening channels for the institution of changes.

The methods used, one must admit, were sometimes destructive and even certain opportunists tried to change the original goals of the movement. But one thing is certain, that is, the students were truly looking for some kind of real power in decisions about their cosmos of education.

That brings us to the question of student government at CCP. The college, as an institution of undergraduate learning, is quite young.

The granting of a student government at CCP was given by the Board of Trustees. Former students took the call and formed the first Student Government Association,

after writing a student constitution.

The first student government was idealistic at the start, as all forms of government seem to be, but it fell subject to decay. It became a puppet of the administration and catered to high-school student government leftovers. At most, the student government at CCP became an elite club.

Few people realize that any student power, that is to be legal in this institution, comes by way of the Board of Trustees and not the students themselves. The students themselves have no real base of power, no legal grounds for demanding anything. The law is the law.

In the spring semester, 1969, a group of students (club presidents, staff members of THE COMMUNICATOR, and concerned students) rid the student body of that elite club, the Student Government Association.

This action can be viewed as one just as elite as the government it destroyed, but it was hoped that the students in the fall semester, 1969, would take up the task of procuring a strong representative government.

The fall semester came and a new plan for student government was instituted by the Office of Student Activities. This plan was never really put into effect. A student government was never finalized. This led to an entire semester of no student representation and no channel of student communication to the administration. Who is to blame? Everybody.

A group of students are now trying to fight for a student government copied after the New England town meetings. Several other plans are being tossed about, but no solid form of

representation has been agreed upon yet.

It is a grave realization to accept that any attempt by any group of students to form a representative type of government can be tied up in semantics and questions of who really has the power.

But if a representative government can be formed, they, the students, must realize that it will be a mere seed planted. They must take this concept and plant it in student activities where their real base of power is. From there, this seed can grow into a weed or a redwood.

The students must realize that they constitute the "silent majority" here at CCP and that if they want to be heard, they must utilize their voices to gain any acknowledgement by the administration or, of course, through the power of the press.

COMMUNITY COLLEGE OF PHILADELPHIA

COMMUNICATOR

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Registration Changes In Process

Mr. K. G. Raja, Registrar, has announced that the only problem expected in the registration process will be to the effect that the procedure for registration is undergoing some changes. "We naturally expect some problems, like clerical problems", he said, "but otherwise we don't expect any problems like we had before."

Before he came to C.C.P., Mr. Raja stated, there was a failure by the Registrar's Office to identify the problems. One of these problems concerned students who have previously attended C.C.P. and have decided to return. Information of returning students was not supplied by the data processing center and the

Registrar's Office had to find out the number of returning students, putting it in the information file. This was a lengthy process and should have previously been looked into.

Commenting on this Mr. Raja stated that the "primary responsibility (of the Registrar) is to see and find out what problems we will have and the anticipation of problems so we will be prepared for them." He believes that to identify a problem is to solve it.

All proposed changes will be completed within a period of three years. Most of the changes will concern the procurement of input and output from the computer center. Currently, the Registrar's Office

receives only partial information about students and would like to receive as much information on students as possible.

The scheduling system, is being simplified so that students don't make mistakes in selecting their classes. Student population for both day and night school will increase from the current 5200 to about 6500 students. Eligibility for Drop and Add will be limited to two cases because of the limited time given to the person. Only students who have failed a course and are required to repeat it and those students whose schedules are faulty through no fault of their own will be allowed to Drop and Add.

Schedules for Spring Semester Become Problem

A sampling of the 2800 plus pre-registration forms submitted to the Office of the Registrar discloses that approximately 2000 students have expressed a morning time preference.

With an anticipated enrollment equal to that of the current semester, and with the need to schedule classrooms for 90% of the available time between 8:00 A.M. and 6:00 P.M., it is obvious that many students who expressed the morning time preference will be disappointed.

Compounding the problem is the fact that in cases where a student wants or must have a particular course for which there are only one or two sections, his schedule must be built around the needed course. In many cases this eliminates the possibility of getting a particular time preference.

In an attempt to serve as many students as possible, the college has found it necessary to have classes from 8:00 A.M. until 6:00 P.M. In using the building to this extent, it is necessary that approximately 50% of the classes be held between 1:00 P.M. and 6 P.M.

Therefore, Doctor Sherwood, Dean of Students, wishes to tell the studentry that "if you find that you are unable to have the ideal schedule which you planned, remember that your sacrifice makes it possible for 1000 more students to get started on their college careers."

Editorials

Bye-Bye Bookline - We Hope

Practically every student at CCP has sung the bookline blues to mark the start of a new semester. But is it necessary to begin the new year waiting in a floor-length line for countless hours in order to purchase books that might have already been sold out? Must new shoes be broken in, patiences exhausted, and valuable time wasted, all in vain? With a new semester upon us, this old system most assuredly can be replaced with a more expedient and efficient one.

Perhaps the best and least troublesome manner in avoiding the traumatic experience of the bookline is to have the teachers order required books and distribute them in class. Book shortages would be a thing of the past and there would be no excuse for any student's unpreparedness. The instructor would collect the fee and relay it to the bookstore.

By utilizing this method, little time would be spent in procuring books. It should also be noted that the theft of articles from the bookstore would be reduced to a bare minimum. These thefts have been on the increase and have not only hurt the bookstore, but has also been a strike against the students, to whose cause profits are directed.

The unorganized mayhem of the bookline is one of the worst aspects of life at CCP. The staff of THE COMMUNICATOR believes there is no reason why this should continue and urges a change for the better. Therefore, an appeal is made to those administrators who have the power to effect this change for the benefit of the school, bookstore, faculty, and especially the students.

Where Has the Christmas Spirit Gone?

With the approval of Christmas each year, most of us anticipate parties and pleasures and the Holiday Spirit.

But this year as recently as in the past, the warmth of Christmas is so very hard to find. The crass commercialism which plagues American cultural and religious holidays force most of us to follow trends proscribed by the industrialist. The human spiritual side is fully managed and squashed so we no longer recognize it as it "used to be."

Will the greed of some always plague those of us who seek a more valid and human Christmas.

A Letter

From Nam

The subway stopped at Second Street, pushing and shoving of passengers getting on and off was completed, the train began to move again. Looking up from the book I was reading I noticed a young girl holding her baby standing next to me. I offered her my seat. She accepted.

Very quickly she pulled her skirt as far down her thighs as she could, plunked a pacifier into the baby's mouth, pushed her large mod sunglasses up onto her head, took a letter from her handbag, ripped it open and began to read. Her expressions changed almost as quickly as her eyes could move from line to line across the pages. Her face reflected restrained emotions as she read. When the last page was finished she folded the letter and put it back into its envelope, moved her sunglasses down over her eyes and held the baby close to her.

I could see the envelope she was holding in her hand, in place of a postage stamp the word FREE was printed.

Ed Canning.

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JOINT STATEMENT FREEDOMS

(As Approved by Community College Association)

PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgement and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

FREEDOM OF ACCESS TO HIGHER EDUCATION

The admissions policies of each college and university are a matter of institutional choice provided that each college and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution's program. While church-related institutions may give admission preference to students of their own persuasion, such a preference should be clearly and publicly stated. Under no circumstances should a student be barred from admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

1. The membership, policies and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required, each organization should be free to choose its own adviser, and institutional recognition should not be withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules or procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition.

5. Campus organizations, including those affiliated with an extra-mural organization, should be open to all students without respect to race, creed or national origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

FREEDOM OF INQUIRY AND EXPRESSION

1. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time it should be made clear to the academic and the larger community that in their public expressions or demonstrations students or student organizations speak only for themselves.

2. Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNMENT

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

IN THE CLASSROOM

The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

PROTECTION OF FREEDOM OF EXPRESSION

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgement about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

PROTECTION AGAINST IMPROPER ACADEMIC EVALUATION

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

PROTECTION AGAINST IMPROPER DISCLOSURE

Information about student views, beliefs and political associations which professors acquire in the courses of their work as instructors, advisers and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgements of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

STUDENT RECORDS

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus or to any person off campus without the express consent of the student involved, except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provisions should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

STUDENT AFFAIRS

In student affairs certain standards must be maintained if the freedom of students is to be preserved.

FREEDOM OF ASSOCIATION

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to prepare their common interests.

STUDENT PUBLICATIONS

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and

ON RIGHTS AND STUDENTS

of Philadelphia's Board of Trustees)

formulating student opinions on various issues on the campus and in the world at large.

Whenever possible, the student newspaper should be an independent corporation, financially and legally separate from the university. Where financial and legal autonomy is not possible, the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications. In the delegation of editorial responsibility to students, the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications, the following provisions are necessary:

1. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

3. All university published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university or student body.

EXERCISE OF RIGHTS OF CITIZENSHIP

College and university students both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should insure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off the campus.

INSTITUTIONAL AUTHORITY AND CIVIL PENALTIES

Activities of students may upon occasion result in violation of law. In such cases institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance and admonition. At the same time educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties.

The administration of discipline should guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. They should also take into account the presence of an honor code and the degree to which the institutional officials have direct acquaintance with student life in general and the involved student and the circumstances of the case in particular. The jurisdictions of faculty or student judicial bodies, the disciplinary responsibilities of institutional officials, and the regular disciplinary procedures, including the student's right to appeal a decision, should be clearly formulated and communicated in advance. Minor penalties may be assessed informally under prescribed procedures.

In all situations procedural fair play requires that the student be informed of the nature of the charges against him, that he be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provision for appeal of a decision. The following are recommended, as proper safeguards in such proceedings when there are no honor codes offering comparable guarantees.

STANDARDS OF CONDUCT EXPECTED OF STUDENTS

The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct, but the student should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.

INVESTIGATION OF STUDENT CONDUCT

1. Except under extreme emergency circumstances, premises occupied by students and the personal possessions of students should not be searched. For premises not controlled by the institution, obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible authority should be designated to whom

application should be made before a search is conducted. The application should specify the reasons for the search and the objects or information sought. The students should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

2. Students detected or arrested in the course of serious violations of institutional regulations or infractions of ordinary law should be informed of their rights. No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons.

STATUS OF STUDENT PENDING FINAL ACTION

Pending action on the charges, the status of a student should not be altered, or his right to be present on the campus and to attend classes suspended, except for reasons relating to his physical or emotional safety and well-being of students, faculty or university property.

HEARING COMMITTEE PROCEDURES

When the misconduct may result in serious penalties, and if the student questions the fairness of disciplinary action taken against him, he should be granted, on request, the privilege of a hearing before a regularly constituted hearing committee. The following suggested hearing committee procedures satisfy the requirements of "procedural due process" in situations requiring a high degree of formality:

1. The hearing committee should include faculty members or students, or, if regularly included or requested by the accused, both faculty and student members. No member of the hearing committee who is otherwise interested in the particular case should sit in judgment during the proceeding.

2. The student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity, and in sufficient time, to insure opportunity to prepare for the hearing.

3. The student appearing before the hearing committee should have the right to be assisted in his defense by an adviser of his choice.

4. The burden of proof should rest upon the officials bringing the charge.

5. The student should be given an opportunity to testify and to present evidence and witnesses. He should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against him unless he has been advised of their content and of the names of those who made them, and unless he has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn.

6. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the Hearing Committee. The decision should be based solely upon such matter. Improperly acquired evidence should not be admitted.

7. In the absence of a transcript, there should be both a digest and a verbatim record, such as a tape recording, of the hearing.

8. The decision of the hearing committee should be final, subject only to the student's right of appeal to the president or ultimately, to the governing board of the institution.

(Editor's note: In response to the recommendations of the General Faculty Committee, which was endorsed by the Teaching Faculty Council, these Freedoms of Students of Community College of Philadelphia were reviewed by the Board of Trustees Committee on Academic Affairs and were finally approved by the College's Board of Trustees. All this happened on or about May 7, 1968.)



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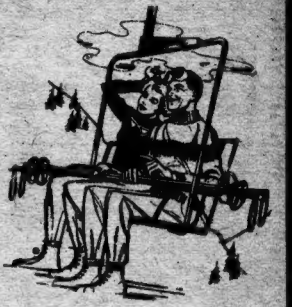
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